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ABSTRACT

This report contains reflections on national trends in student diversity, analyses of trends for Oregon, and data about the racial/ethnic representation of students, faculty, and staff within the Oregon University system (OUS). Between 1995 and 2015, undergraduate enrollments nationally are expected to expand by 2.6 million students, and 80% of these new students will be minorities. Enrollment trends for Oregon indicate that for all undergraduates, African American representation will increase from 2.3% in 1995 to 2.6% in 2015, and Asian Pacific American representation will increase from 5.7% in 1995 to 7.8% in 2015. Hispanic/Latino representation will increase from 4.6% in 1995 to 8.0% in 2015, and White representation will decrease from 86.6% in 1995 to 81.5% in 2015. Nationally, there is substantial under-representation of many minority groups in higher education faculty ranks. White males over-represented and other minority groups are severely under-represented among the age group that commonly begins to move into tenured slots or midlevel positions in academia. Results of a recent national survey indicate that, overall, faculty members value diversity, and many faculty members adjust their classes to take advantage of diversity to enhance the learning process. OUS institutions have made gains in the enrollment of students of color, with an increase of 10.7% in the 2-year period from fall 1998 to fall 2000. In fall 2000, students of color represented 12.7% (8,818 students) of total OUS enrollment. In fall 1999 (the most recent data available), people of color represented 483 (8.3%) of all OUS full-time and part-time staff. Recommendations are made to increase student diversity, especially by increasing state and federal support for diversity initiatives. Three appendixes contain tables of student and faculty diversity. (SLD)

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Oregon
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OUS Diversity Report:

National Trends, and Racial/Ethnic Diversity Among OUS Students, Instructional Faculty, and Staff

S. Clark

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Executive Summary

Introduction

In enhanced efforts to examine and understand the benefits of diversity on our campuses, the Oregon University System (OUS) views the concept of diversity from the perspective of representation, inclusion, and engagement of people of color throughout all OUS institutions. We seek to facilitate fertile educational arenas in which robust exchanges of ideas, communication of varied perspectives, production of well-versed and culturally sensitive graduates, and the benefits of diversity extend to *all* parties.

This report includes reflections on national trends; analyses of Oregon trends; data regarding the racial/ethnic representation of students, faculty, and staff within OUS institutions; and conclusions/ recommendations to further enhance educational and employment opportunities, diversity awareness, and incorporation of diversity into the fabric of OUS institutions.

National Trends

The continuing challenges to American higher education include providing educational and employment opportunities, increasing minority participation, creating diverse learning environments, and facilitating environments in which diversity is valued.

Students

Nationally, undergraduate enrollments (in all postsecondary institutions) will expand by 2.6 million students between 1995 and 2015. It is predicted that 80% of these new students will be minorities — African American, Hispanic/Latino, and Asian/Pacific American. Enrollment trends for Oregon indicate that for all (public, private, two-year, and four-year) undergraduates, African American representation will increase from 2.3% in 1995 to 2.6% in 2015; Asian/Pacific American representation will increase from 5.7% in 1995 to 7.8% in 2015; Hispanic/Latino representation will increase from 4.6% in 1995 to 8.0% in 2015; and White representation will decrease from 86.6% in 1995 to 81.5% in 2015.

Faculty

Nationally, there is substantial underrepresentation of many minority groups within higher education faculty ranks. Data indicate that White males are substantially overrepresented among faculty ages 34 to 43; and African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino faculty ages 34 to 43 are severely underrepresented among the age group that commonly begins to move into tenured slots or mid-level positions in academia.

Benefits of Campus Diversity

In order to demonstrate the expanding perceptions of diversity that undergird selected postsecondary activities, higher education institutions nationally have, in recent years, increased research into the benefits of diversity within the academy. Recent diversity-related research includes focused attention to faculty perceptions and actions on college and university campuses.

The results of a recent national survey of faculty members found that, overall, faculty value diversity and that many faculty members adjust their classes to take advantage of diversity to enhance the learning process. Further, campus diversity is seen as desirable and beneficial to all students and faculty.

OUS Data

Students

OUS institutions have made gains in the enrollment (undergraduate and graduate) of students of color, with an increase of 855 (a 10.7% gain) during the two-year period from fall 1998 to fall 2000. Students of color in fall 2000 represented 8,818 (12.7%) of total OUS enrollments. Seventy-eight percent (78%) of fall 2000 OUS undergraduate students of color are Oregon residents and 22% are nonresidents. Degrees awarded to students of color increased from 1,368 (10.6%) in 1998-99 to 1,501 (11%) in 1999-00.

Faculty and Staff

OUS institutions demonstrated a slight increase in the representation of full-time, ranked, instructional faculty of color, from 223 (9.6%) in 1998-99 to 234 (9.7%) in 2000-01. The largest concentrations in regard to age of OUS full-time, ranked, instructional faculty during fall 2000 by race/ethnicity were — African Americans ages 44 and above (66%); American Indians/ Alaska Natives evenly split between ages 44 and above (47%), and 34-43 (47%); Asian/Pacific Americans evenly split between ages 44 and above (46.5%), and 34-43 (46.5%); Hispanics/Latinos ages 44 and above (54%); and European Americans ages 44 and above (71%). In fall 1999 (the most recent data available), people of color represented 483 (8.3%) of all OUS full-time and part-time staff.

Recommendations

Overall Campus Diversity

- Existing initiatives such as institutional diversity councils, which include student, faculty, and administrative representation, are key components in campuswide appreciation of the benefits of diversity. The deliberations and actions of these groups should consistently include attention to connecting diversity-related activities with broad campus initiatives in order to encourage comprehensive incorporation of diversity in the institutional environment.

Students

- Given the limited resources available in Oregon to address K-12 pipeline issues, OUS institutions should encourage efforts to seek federal grant funding for outreach and college readiness initiatives. Comprehensive statewide and institutional initiatives should be planned and implemented.

Faculty

- Systemwide funding for assistance with campus pipeline and recruitment initiatives is modest, yet appears to have a positive effect. OUS institutions should seek to enhance incentives for comprehensive efforts to further diversify the faculties.

- As supplements to national research efforts, OUS institutions should encourage research relating to diversity in their specific environments.

- OUS institutions should consider investigating the perceptions of faculty on the campuses, encourage awareness, and facilitate opportunities for faculty to discuss issues of the various effects of diversity.

Introduction

The impact and benefits of diversity on college and university campuses throughout the United States continue to be evolving considerations. Recent years have brought increased attention surrounding efforts of higher education institutions to diversify student bodies, to enhance curricular offerings in ways that encourage multicultural considerations, and to provide postsecondary education that prepares graduates for an increasingly diverse workplace. Concurrent with these efforts has been a fundamental shift in the manner in which diversity is perceived.

> More than 150 years ago, America's historically white colleges and universities began to extend the promise of higher education to women and people of color. But for too long, these acts of inclusion were perceived simply as extending the educational opportunities enjoyed by majority white males to others. Now we know that education is a two-way exchange that benefits all who participate in the multicultural marketplace of ideas and perspectives (*Does Diversity Make a Difference?*, 2000, p. 5).

In recognition of shifting perceptions of diversity throughout higher education, Oregon University System (OUS) diversity reports seek to develop connections among various related factors. Components of this report include reflections on national trends; analyses of Oregon trends; the representation of students, faculty, and staff within OUS institutions; and conclusions and recommendations for consideration by administrators to further enhance educational and employment opportunities, diversity awareness, and incorporation of diversity into the fabric of OUS institutions.

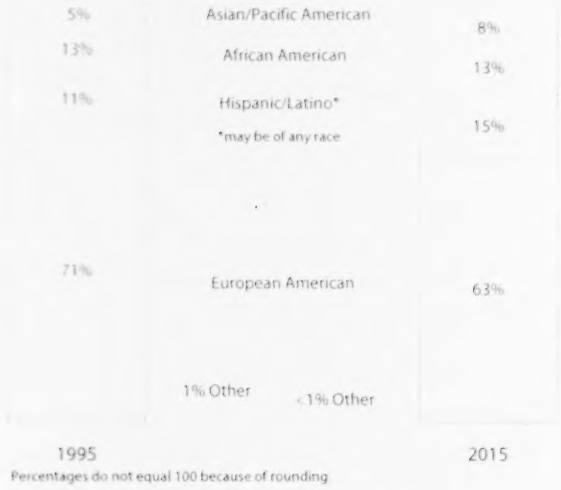
Part One:
National Trends

Students

The representation of racial/ethnic student diversity on college campuses is expected to change in the near future (see Figure 1). It is predicted that, nationally, undergraduate enrollment will expand by 2.6 million students between 1995 and 2015, and that 80% of these new students will be people of color — African American, Hispanic, and Asian/Pacific American.

> The increase in African American undergraduates will be relatively modest — from 12.8% of students in 1995 to 13.2% in 2015. Asians on campus will swell dramatically by 86% over the 1995 level, growing from 5.4% of college students to 8.4%. Hispanic students, too will register large increases, from 10.6% of 1995 undergraduates to 15.4% in 2015. The percentage of White undergraduates is expected to fall by 7.8 percentage points over that period (Carnevale & Fry, 2000, p. 9).

Figure 1
National College Enrollments, by Race/Ethnicity
(1995 and 2015)



Source: *Carnevale & Fry, 2000, p. 21*

The continuing challenges to American higher education in regard to student diversity include providing educational opportunity, increasing minority participation, addressing the needs for appreciation of diversity, and facilitating environments in which diversity is valued.

Faculty

Nationally, there is substantial underrepresentation (the ratio of the percentage of faculty accounted for by racial/ethnic group to the percentage of persons in that group ages 24 to 70 in the general population) of many minority groups within higher education faculty ranks. Data indicate that White males are substantially overrepresented among faculty ages 34 to 43, and Black, American Indian, Asian, and Hispanic faculty ages 34 to 43 are severely underrepresented among the age group that commonly begins to move into tenured slots or mid-level positions in academia. Among entry-level faculty ages 24 to 33, Hispanic underrepresentation is less prevalent than for other age groups; American Indians comprise a larger percentage of faculty than their percentage in the general population; Asians are overrepresented; and Blacks, consistent across age groups, are underrepresented (Turner & Myers, 2000).

Several theories exist for the patterns of minority faculty representation, including *turnover* (the inability of institutions to promote and retain faculty); *chilly climate* (institutions that undervalue the contributions and presence of non-White and/or non-male faculty); *faulty pipeline* (too few minority candidates moving through the educational system to completion of a terminal degree); and *market forces* (the strength of wages in occupations outside of academia lure talented minorities out of higher education) (Turner & Myers, 2000, p. 78). There is no consensus that any one of these arguments is *the* reason for limited numbers of minority faculty. Thus, effective efforts to address minority faculty shortages often take into account, and seek to address, several of these theories. The OUS seeks to address several of these considerations through its Faculty Diversity Initiative program, which provides a total of $500,000 each year for utilization by OUS institutions to enhance the participation of minority faculty through pipeline and faculty development initiatives.

Benefits of Campus Diversity

Beyond the issues of mere representation of minority students and faculty, higher education institutions must consider the importance and benefits of having diverse learning environments. In order to demonstrate the expanding perceptions of diversity that undergird selected postsecondary activities, higher education institutions have, in recent years, increased research into the benefits of diversity within the academy. For a brief overview of the research taking place throughout the country, refer to last year's Oregon University System diversity overview entitled *OUS Diversity Report: The Benefits of Diversity on Campus and Beyond, July 21, 2000*. The growing body of national research complements institutional efforts and guides enhancements and modifications to existing practices. Recent diversity-related research includes focused attention to faculty perceptions and actions on college and university campuses. The recent research regarding faculty perceptions is reviewed in the following section of this report.

Research on Faculty Perceptions and Actions Relating to Diversity

An important part of campus diversity considerations relates to the perceptions and actions of faculty members within their classrooms and throughout campuses as a whole. A recent survey of a national sample of college and university faculty at Carnegie Research-I institutions examined the opinions of faculty members regarding the impact that racial/ethnic diversity has in college classrooms (Maruyama & Moreno, 2000). Overall, the survey results indicate that "faculty at Research-I universities value diversity and that many faculty members adjust their classes to take advantage of diversity to enhance the learning process" (p. 22). Significant portions of the study include the following key research questions and findings:

- ***Do faculty members believe that their institution values racial and ethnic diversity?***

  Overall, faculty members believe that their institutions value racial/ethnic diversity.

Table 1
Institutional Values about Diversity

Institutional value	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse campus environment is a high priority	533	3.68	12.8	58.7
Committed to enhancing climate for all students	541	3.86	13.1	69.8
Extracurricular activities that promote cultural awareness	507	3.94	9.7	75.2
Importance of having a diverse student body	543	3.88	9.9	68.9
Importance of faculty diversity	543	3.73	12.2	62.2

All responses are on a scale of 1 to 5. For the first three items, the anchors are 1, "Strongly disagree," and 5, "Strongly agree," and for the final two items, the anchors are 1, "Not important/irrelevant," and 5, "Extremely important."

- ***If they agree that their institution values diversity, does that value permeate down to the departments and individual faculty members?***

Overall, faculty members say that although their departments value diversity less strongly than their institutions as a whole, their departments are as committed to improving the environment for all students as their institutions.

Table 2
Departmental Values about Diversity

Departmental value	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse campus environment is a high priority	533	3.31	27.2	47.5
Committed to enhancing climate for all students	544	3.87	13.1	69.3

All responses are on a scale of 1 to 5. The anchors are 1, "Strongly disagree," and 5, "Strongly agree."

- ***Do faculty believe that diversity has lowered the quality of the institution?***

The majority of respondents indicated that "neither the quality of students nor the intellectual substance of class discussion suffers from diversity, and from one-third to one-half of faculty members cited positive benefits of diversity in the classroom. A substantial number of respondents agreed that classroom diversity broadened the range of perspectives shared in classes, exposed students to different perspectives, and encouraged students to confront a range of stereotypes, including racial, ethnic, social, political, and personal experience" (p. 14). Overall, "faculty members do not believe that diversity impedes substantive discussions, creates tension and arguments, or compromises institutional quality" (p. 15).

Table 3
Effects of Diversity on Classrooms

Effects on classrooms	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Raises new issues and perspectives	521	2.73	43.8	30.4
Broadens variety of experiences shared	504	3.77	25.2	51.4
Confronts stereotypes on social and political issues	408	3.09	29.4	43.4
Confronts stereotypes on racial and ethnic issues	408	3.13	29.2	45.1
Confronts stereotypes on substantive issues	412	2.92	36.2	35.7
Confronts stereotypes tied to personal experiences	397	3.13	28.5	44.9
Interactions expose students to different perspectives	461	3.01	33.6	36.4
Allows broader variety of experiences to be shared	478	3.45	20.5	54.1
Raises new issues and perspectives (specific to a particular diverse class)	476	3.01	34.9	40.3

All responses are on a scale of 1 to 5, with 1 being "Never" and 5, "All the time." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample. The first two items ask about all classes, the next four about diverse as compared with homogeneous classes, and the final three about the class that has the most student interaction.

Table 4
Negative Effects of Diversity

Negative effects	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Has lowered the quality of the institution	534	1.70	84.7	6.0
Has lowered the quality of the students	530	1.81	81.7	8.9
Impedes discussion of substantive issues	517	1.40	90.9	2.3
Creates tension and arguments	519	1.59	85.4	2.3

All responses are on a scale of 1 to 5. For the first two items, 1 is "Strongly disagree," and 5, "Strongly agree"; for the last two items, 1 is "Never," and 5, "All the time." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

- ***Who do faculty members believe benefits from diversity?***

Overall, faculty respondents indicated that "diversity helps all students achieve the essential goals of a college education and that White students suffer no adverse effects from classroom diversity" (p. 15). The survey findings indicate that faculty believe students benefit from learning in a racially/ethnically diverse environment, "both with respect to exposure to new perspectives and in terms of willingness to examine their own personal perspectives" (p. 15).

Table 5
General Campuswide Student Benefits

Student benefits	N	Mean	Percent "1" or "2"	Percent "4" or "5"
General importance for all students of intergroup interactions				
Important for developing critical thinking	491	3.03	38.5	42.2
Important for developing student leadership	455	3.27	29.0	46.8
Important for developing willingness to examine own perspectives	483	3.83	16.8	69.8
Important for exposing students to new perspectives	494	3.84	16.4	70.7
Effects of diversity on white students				
On the issues they consider	423	3.67	3.1	57.9
On the issues they research in class	408	3.41	2.5	37.2
On how they collaborate on group projects	372	3.48	4.3	43.5
On how they read course materials	410	3.50	2.0	42.9

All items are on a scale of 1 to 5. For the first four items, 1 is "Strongly disagree," and 5, "Strongly agree"; for the last four items, 1 is "Very negatively," and 5, "Very positively." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

- ***Do faculty members' beliefs about the value of diversity affect their classroom behavior?***

Overall, faculty respondents indicated that diversity in classes and research teams affects their views and increases their learning; but that student and faculty diversity has not influenced them to make many changes in their classroom practices. Also, respondents reported being comfortable in teaching in diverse classes; however, only about one-third of the faculty actually raise issues of diversity and create diverse work groups.

Table 6
Effects of Diversity on Research

Effects on research	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse classes affect research	469	1.88	73.8	15.2
Diverse faculty affect research	465	1.74	77.6	10.8
Diverse research team increases my own learning	362	3.24	29.3	51.9
Views affected by class diversity	499	3.79	3.8	58.7
Diversity leads students to work on different research topics	364	2.93	41.5	40.1

Responses to the first two items range from 1, "Not at all," to 5, "Extensively", for the third and fifth items, responses range from 1, "Strongly disagree," to 5, "Strongly agree", and for the fourth item, responses range from 1, "Very negatively," to 5, "Very positively." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

Table 7
Effects of Diversity on Teaching

Effects on teaching	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Over the years, the presence of racially/ethnically diverse students in your classrooms has been a factor in prompting you to				
Raise racial/ethnic issues in your classes	474	2.83	45.8	38.4
Adjust a course syllabus to include racial/ethnic issues	463	2.46	58.3	28.7
Develop new course offerings	443	2.15	71.1	18.5
Reexamine criteria for evaluation of students	468	2.13	68.8	18.4
Change pedagogy to encourage discussion among students	456	2.52	53.3	26.7
Over the years, the presence of racially/ethnically diverse faculty at your current institution has been a factor in prompting you to				
Raise racial/ethnic issues in your classes	443	2.46	59.4	26.2
Adjust a course syllabus to include racial/ethnic issues	439	2.29	64.7	21.0
Develop new course offerings	426	2.11	71.4	16.5
Reexamine criteria for evaluation of students	447	1.98	74.5	11.4
Change pedagogy to encourage discussion among students	437	2.23	66.1	17.4

All responses are on a scale of 1 to 5, in which 1 is "Strongly disagree," and 5, "Strongly agree."

Table 8
Readiness for Diverse Environment

Readiness	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Prepared to teach/work	547	3.99	8.8	71.1
Comfortable teaching/working	545	4.39	1.8	86.2
Initiate discussion of race in classes	543	2.82	42.4	36.4
Students work in diverse groups	513	2.73	44.6	33.5

Responses to the first two items range from 1, "Not prepared (Not comfortable)," to 5, "Very prepared (Very comfortable)"; for the last two items, responses range from 1, "Never," to 5, "Very often."

Interestingly, the survey found that "women faculty members, more liberal faculty members, and faculty members of color have more positive views of diversity, while full professors and faculty members with more years of teaching experience are less likely to address issues of diversity in their teaching" (p. 21).

These research findings have implications for all higher education institutions. Classroom experiences are key components in the exposure to, and benefits of, diversity on college campuses. These findings support the premise that campus populations benefit from a broad range of perspectives, and that student diversity facilitates environments in which all benefit from varied perspectives.

Part Two:
Oregon and OUS Data — Two-Year Growth

There is continued growth in Oregon's minority populations, with the Hispanic/Latino population having the greatest growth in the period from 1998 to 2000. Consistent with Oregon population trends, the OUS is making gains in attracting people of color to the campuses.

Oregon's Population

	2000	1998
African American	1.9%	1.8%
American Indian/Alaska Native	1.4%	1.4%
Asian/Pacific American	3.3%	3.0%
Hispanic/Latino	6.4%	5.0%
Total minorities	***13.0%***	***11.2%***

Source: U.S. Census Bureau

Oregon's Public High School Graduates

	1999*	1997
African American	1.9%	1.7%
American Indian/Alaska Native	1.4%	1.4%
Asian/Pacific American	4.1%	3.8%
Hispanic/Latino	4.9%	4.3%
Total minorities	***12.3%***	***11.2%***

* the most recent data available
Source: Oregon Department of Education

OUS Undergraduate Enrollment*

	fall 2000	fall 1998
African American	1.7%	1.6%
American Indian/Alaska Native	1.3%	1.5%
Asian/Pacific American	7.1%	6.8%
Hispanic/Latino	3.4%	3.4%
Total minorities	***13.5%***	***13.2%***

* The Oregon residency status of OUS undergraduates is identified on the following page
Note: These OUS enrollment percentages are calculated on the basis of total undergraduate enrollment, including nonresident alien students. The percentage totals are rounded.
Source: Oregon University System Office of Institutional Research

The vast majority of OUS undergraduate students of color in fall 2000 are Oregon residents. Seventy percent (70%) of African American students are residents and 30% are nonresidents; 82% of American Indian/Alaska Native students are residents and 18% are nonresidents; 75% of Asian/Pacific American students are residents and 25% are nonresidents; 86% of Hispanic/Latino students are residents and 14% are nonresidents. In sum, 78% of fall 2000 OUS undergraduate students of color are Oregon residents and 22% are nonresidents.

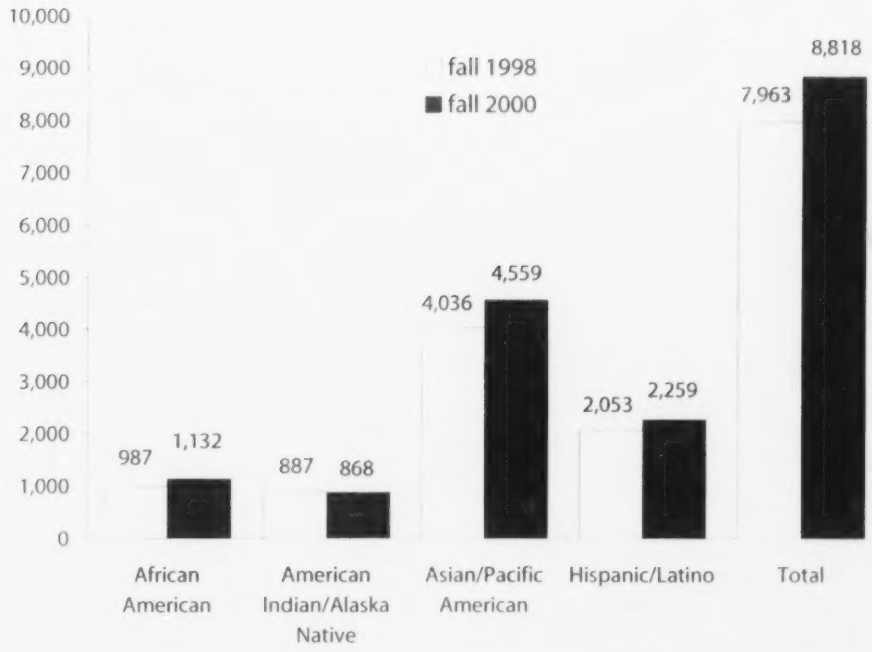
The national growth in the representation of students of color pertains to Oregon enrollments as well. Oregon is already experiencing growth in minority K-12 populations, with the representation of minority K-12 public school students increasing from 11.2% in 1990 to 19.3% in 2000 (Source: Oregon Department of Education). Predicted enrollment trends for Oregon indicate that for all (public, private, two-year, and four-year) undergraduates, African American representation will increase from 2.3% in 1995 to 2.6% in 2015; Asian/Pacific American representation will increase from 5.7% in 1995 to 7.8% in 2015; Hispanic/Latino representation will increase from 4.6% in 1995 to 8.0% in 2015; and White representation will decrease from 86.6% in 1995 to 81.5% in 2015 (Carnevale & Fry, 2000, p. 75).

OUS Students

Enrollment

Figure 2 illustrates the gains made by OUS institutions in the enrollment (undergraduate and graduate) of students of color, with increases from 7,963 (12.2%) in fall 1998, to 8,441 (12.5%) in fall 1999, to 8,818 (12.7%) in fall 2000. This represents an increase of 855 (a 10.7% gain) in the enrollment of students of color in the two-year period. The current data indicate a continued upward trend in relation to the enrollment of a diverse student body within performance indicators for OUS institutions.

Figure 2
OUS Students of Color
(fall 1998 and 2000)



Sources: *OUS Institutional Research Services, fall 1998 and 2000 fourth week enrollment reports*

Enrollment rates for each OUS institution during fall 2000 by race/ethnicity, level of study (undergraduate and graduate), and for nonresident aliens and students with unknown race/ethnicity are included in Appendix 1a. Enrollment data for fall 1998 and fall 1999 are included as Appendices 1b and 1c, respectively. Following are brief summaries, by race/ethnicity, for comparisons of fall 2000 and fall 1998 Systemwide totals.

- ***African American*** total enrollment increased from 987 (1.5%) in fall 1998 to 1,132 (1.6%) in fall 2000.
  - Undergraduate African American enrollment increased from 803 in fall 1998 to 943 in fall 2000.
  - Graduate African American enrollment increased slightly from 184 in fall 1998 to 189 in fall 2000.

- ***American Indian/Alaska Native*** total enrollment declined from 887 (1.4%) in fall 1998 to 868 (1.2%) in fall 2000.
  - Undergraduate American Indian/Alaska Native enrollment decreased from 767 in fall 1998 to 749 in fall 2000.
  - Graduate American Indian/Alaska Native enrollment decreased slightly from 120 in fall 1998 to 119 in fall 2000.

- ***Asian/Pacific American*** total enrollment increased from 4,036 (6.2%) in fall 1998 to 4,559 (6.6%) in fall 2000.
  - Undergraduate Asian/Pacific American enrollment increased from 3,508 in fall 1998 to 3,969 in fall 2000.
  - Graduate Asian/Pacific American enrollment increased from 528 in fall 1998 to 590 in fall 2000.

- ***European American*** total enrollment increased from 47,683 (73.4%) in fall 1998 to 51,126 (73.6%) in fall 2000.
  - Undergraduate European American enrollment increased from 38,370 in fall 1998 to 41,824 in fall 2000.
  - Graduate European American enrollment decreased from 9,313 in fall 1998 to 9,302 in fall 2000.

- ***Hispanic/Latino*** total enrollment increased numerically, but not proportionately, from 2,053 (3.2%) in fall 1998 to 2,259 (3.2%) in fall 2000.
  - Undergraduate Hispanic/Latino enrollment increased from 1,741 in fall 1998 to 1,886 in fall 2000.
  - Graduate Hispanic/Latino enrollment increased from 312 in fall 1998 to 373 in fall 2000.

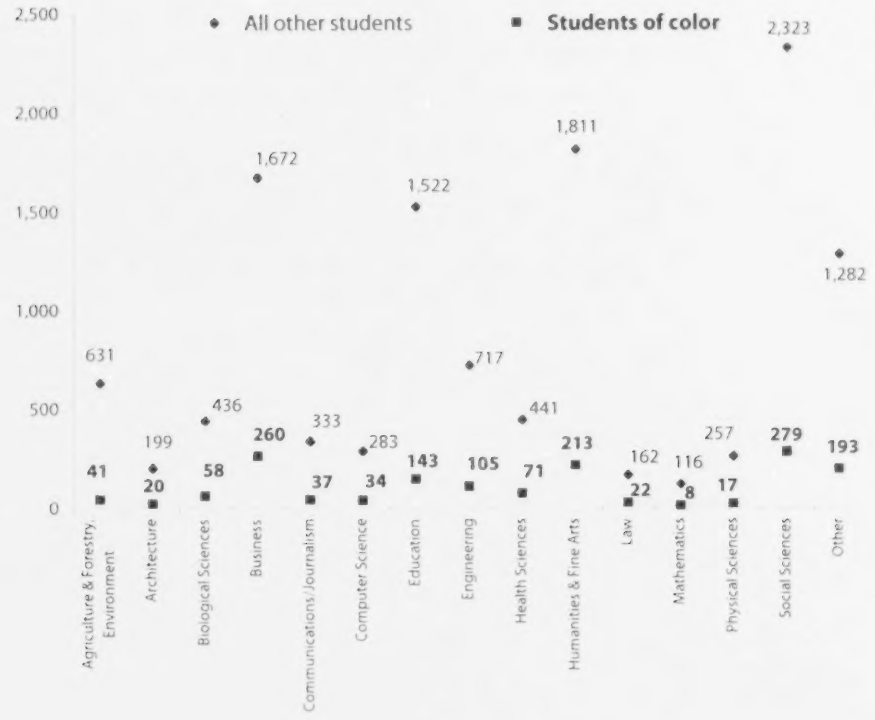
Degrees Awarded

Appendices 2a and 2b illustrate, by discipline and race/ethnicity, the degrees awarded to OUS students during 1999-00 and, for comparative purposes, during 1998-99 for all degree categories. These data indicate that degrees awarded to students of color increased from 1,368 (10.6% of all degrees awarded) in 1998-99 to 1,501 (11.0% of all degrees awarded) in 1999-00, representing a gain of 9.7%. For both 1998-99 and 1999-00, trends for degrees awarded to *all* OUS students indicate that social science disciplines, humanities/fine arts, and business continue to be the most popular disciplines for OUS students. Figure 3 illustrates a comparison of degrees awarded to students of color and all other OUS students during 1999-00.

Figure 3

Number of OUS Degrees Awarded to Students of Color and All Other Students, by Discipline

(1999-00)



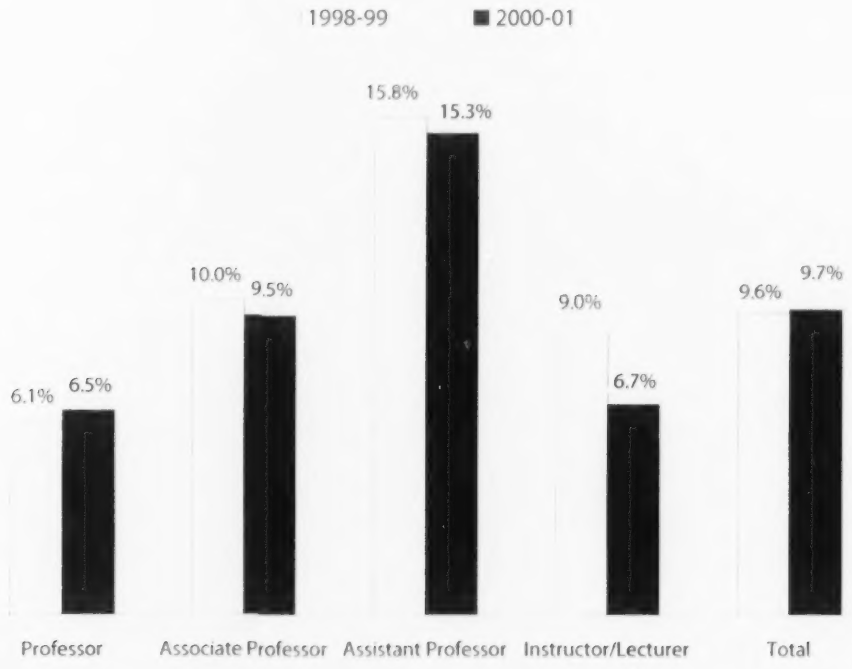
Source: *OUS Institutional Research Service, 1999-00 IPEDS Completion Survey*

OUS Faculty

Overall, the OUS is showing growth in the representation of people of color within the faculty ranks. This growth represents enhanced professional opportunities for faculty of color, and also provides opportunities for all campus participants to benefit from enhanced diversity.

Appendices 3a and 3b include System totals for full-time, ranked, instructional faculty, by race/ethnicity and discipline group. Information is included within the appendix for nonresident alien faculty and for faculty whose race/ethnicity is unknown. During 2000-01, faculty of color represent 234 (9.7%) of all full-time, ranked, instructional faculty within the OUS. This represents a 5% increase in the representation of faculty of color from 223 (9.6%) full-time, ranked, instructional faculty in 1998-99 (see Figure 4). As indicated in Appendix 4, during 2000-01, faculty of color represent 428 (8.0%) of *all* instructional faculty/graduate assistants (N=5,299), representing a slight decrease from 433 (8.3%) in 1998-99 (N=5,218).

Figure 4
OUS Full-Time, Ranked, Instructional Faculty of Color, Percentage of Total by Rank
(1998-99 and 2000-01)



Sources: *OUS Institutional Research Service, end-of-October 1999 and 2000 files*

In regard to age, in fall 2000, OUS full-time, ranked, instructional faculty of color were largely ages 44 and above (120 faculty or 51%), 96 (41%) were 34-43, and 18 (8%) were 24-33. Age distributions by race/ethnicity among fall 2000 OUS full-time, ranked faculty indicate that among African Americans, 23 (66%) were ages 44 and above, 11 (31%) were 34-43, and 1 (3%) was 24-33; among American Indians/Alaska Natives, 8 (47%) were ages 44 and above, 8 (47%) were 34-43, and 1 (6%) was 24-33; among Asian/Pacific Americans, 59 (46.5%) were ages 44 and above, 59 (46.5%) were 34-43, and 9 (7%) were 24-33; among Hispanics/Latinos, 30 (54%) were ages 44 and above, 18 (33%) were 34-43, and 7 (13%) were 24-33; and among European Americans, 1,429 (71%) were ages 44 and above, 483 (24%) were 34-43, and 99 (5%) were 24-33.

OUS full-time, instructional faculty of color are represented throughout the faculty ranks; 52 (22%) hold the rank of professor, 65 (28%) hold the rank of associate professor, 97 (42%) hold the rank of assistant professor, and 20 (8%) are instructors/lecturers. Among OUS full-time, ranked, instructional faculty of color, the largest concentrations by race/ethnicity is at the assistant professor rank: 20 (57%) of African American faculty, 7 (42%) of American

Indian/Alaska Native faculty, 50 (40%) of Asian/Pacific American faculty, and 20 (37%) of Hispanic/Latino faculty. The largest concentration of European American faculty is at the rank of professor — 715 (36%).

In order to provide a comprehensive portrait of OUS faculty, the following breakdowns by race/ethnicity include data on 1) full-time, ranked, instructional faculty, which represents the traditional measure of faculty representation utilized in OUS reports; and 2) *all* instructional faculty, including graduate assistants.

- ***African Americans***
  - *Full-time, ranked, instructional faculty*
    In the two-year period from 1998-99 to 2000-01, the representation of African Americans among full-time, ranked, instructional faculty increased numerically and proportionately from 26 (1.1%) to 35 (1.5%).

  - *All instructional faculty /graduate assistants*
    In 2000-01, African Americans represent 52 (1.0%) of all OUS instructional faculty/graduate assistants, up slightly from 51 (1.0%) in 1998-99.

- ***American Indians/Alaska Natives***
  - *Full-time, ranked, instructional faculty*
    In the two-year period from 1998-99 to 2000-01, the representation of American Indians/ Alaska Natives among full-time, ranked, instructional faculty increased by one from 16 (0.7%) to 17 (0.7%).

  - *All instructional faculty /graduate assistants*
    In 2000-01, American Indians/Alaska Natives represent 44 (0.83%) of all OUS instructional faculty/graduate assistants, up from 37 (0.7%) in 1998-99.

- ***Asian/Pacific Americans***
  - *Full-time, ranked, instructional faculty*
    In the two-year period from 1998-99 to 2000-01, the representation of Asian/ Pacific Americans among full-time, ranked, instructional faculty increased numerically, but not proportionately, from 123 (5.3%) to 127 (5.3%).

  - *All instructional faculty /graduate assistants*
    In 2000-01, Asian/Pacific Americans represent 209 (3.9 %) of all OUS instructional faculty/graduate assistants, down from 249 (4.8%) in 1998-99.

- ***European Americans***
  - *Full-time, ranked, instructional faculty*
    In the two-year period from 1998-99 to 2000-01, the representation of European Americans among full-time, ranked, instructional faculty increased numerically, but declined proportionately, from 1,996 (86%) to 2,011 (83.6%).

  - *All instructional faculty /graduate assistants*
    In 2000-01, European Americans represent 4,070 (76.8%) of all OUS instructional faculty/graduate assistants, up from 4,004 (76.7%) in 1998-99.

- ***Hispanics/Latinos***
  - *Full-time, ranked, instructional faculty*
    In the two-year period from 1998-99 to 2000-01, the representation of Hispanic/Latinos among full-time, ranked, instructional faculty declined slightly from 58 (2.5%) to 55 (2.3%).

  - *All instructional faculty /graduate assistants*
    In 2000-01, Hispanics/Latinos represent 123 (2.3%) of all OUS instructional faculty/graduate assistants, up from 96 (1.8%) in 1998-99.

OUS Staff

This current report includes staff-related data from fall 1999, the most recent year available. Staff data are collected, within the OUS and federally, once every two year. Thus, these data are viewed as baseline data that will be revisited in future reports. Appendix 5 includes full-time and part-time occupational data with racial/ethnic group breakdowns, and also includes data on nonresident aliens and staff for whom race/ethnicity is unknown. Overall, the following trends are evident:

- ***Total Staff Representation***
  As illustrated in Appendix 5, of all OUS staff (excluding faculty), African Americans represent 1.6%; American Indians/Alaska Natives, 1.2%; Asian/Pacific Americans, 2.7%; European Americans, 87.1%; Hispanics/Latinos, 2.8%; nonresident aliens, 0.3%; and those for whom race/ethnicity is unknown, 4.3%.

- ***Occupational Designations***
  Occupational designations indicate that of all executive/administrative and managerial staff within OUS institutions, African Americans represent 1.6%; American Indians/Alaska Natives, 0.6%; Asian/Pacific Americans, 2.2%; European Americans, 90.8% Hispanics/Latinos, 1.4%; nonresident aliens, 0.2%; and those for whom race/ethnicity is unknown, 3.2%.

Of all "other" professionals, which include support/service staff, African Americans represent 2.1%; American Indians/Alaska Natives, 1.4%; Asian/Pacific Americans, 2.8%; European Americans, 86.3%; Hispanics/Latinos, 2.9%; nonresident aliens, 0.5%; and those for whom race/ethnicity is unknown, 3.9%.

Of all technical and paraprofessionals, African Americans represent 1.8%; American Indians/Alaska Natives, 0.7%; Asian/Pacific Americans, 2.2%; European Americans, 87.8%; Hispanics/Latinos, 2.8%; nonresident aliens, 0.5%; and those for whom race/ethnicity is unknown, 4.2%.

Of all clerical/secretarial staff, African Americans represent 0.9%; American Indians/Alaska Natives, 1.1%; Asian/Pacific Americans, 3%; European Americans, 89%; Hispanics/Latinos, 2.1%; nonresident aliens, 0.2%; and those for whom race/ethnicity is unknown, 3.9%.

Of all skilled crafts staff, African Americans represent 0.9%; American Indians/Alaska Natives, 0.3%; Asian/Pacific Americans, 1.2%; European Americans, 88.3%; Hispanics/Latinos, 2.4%; nonresident aliens, 0%; and those for whom race/ethnicity is unknown, 6.9%.

Of all service/maintenance staff, African Americans represent 2.2%; American Indians/Alaska Natives, 2.5%; Asian/Pacific Americans, 3.5%; European Americans, 79.5%; Hispanics/Latinos, 5.9%; nonresident aliens, 0.1%; and those for whom race/ethnicity is unknown, 6.4%.

Part III:
Conclusions and Recommendations

Overall Campus Diversity

- Consistent with institutional performance measures, OUS campuses are demonstrating growth in the representation of minority students and faculty. In addition to seeking the continuation of growth trends, each campus should seek to enhance the encouragement of full participation for all campus populations in appreciating the values and benefits of diversity. *Existing initiatives such as institutional diversity councils, which include student, faculty, and administrative representation, are key. The deliberations and actions of these groups should consistently include attention to connecting diversity-related activities with broad campus initiatives in order to encourage comprehensive incorporation of diversity in the institutional environment.*

Students

- In recognition of the growing populations of students of color moving through the K-12 pipeline, essential considerations need to be given to outreach, encouragement, and assistance with understanding the benefits of, and readiness for, a college education among student populations with lower college-going rates. Comprehensive measures are needed also to address Oregon's school drop-out rates. *Given the limited resources available in Oregon to address K-12 pipeline issues, OUS institutions should encourage efforts to seek federal grant funding for outreach and college readiness initiatives. Comprehensive statewide and institutional initiatives should be planned and implemented.*

Faculty

- Current levels of Systemwide funding for assistance with campus pipeline and recruitment initiatives are modest, yet appear to have a positive effect. Campus affirmative action plans and outreach efforts are also positive contributors to enhancements of racial/ethnic diversity among faculty members. *OUS institutions should seek to enhance incentives for comprehensive efforts to further diversify the faculties.*

- Nationally, and within the OUS, institutions are gaining increasing awareness of the benefits of diversity for all campus participants, for classroom interactions, and for the production of well-rounded graduates. However, the wealth of talent and research capabilities on college and university campuses are not being fully tapped to investigate the influences of diversity on interactions, development, and broad campus-based initiatives. *OUS institutions should encourage research relating to diversity in their specific environments.*

- Research reviewed for this report indicates that, overall, faculty consider diverse campus populations as beneficial to classroom discussions, collaboration, and learning. *OUS institutions should consider investigating the perceptions of faculty on the campuses, encourage awareness, and facilitate opportunities for faculty to discuss issues of the various effects of diversity.*

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Appendix 1a
OUS Enrollment by Racial/Ethnic Group
(fall 2000 headcount)

		African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Grand Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Eastern Oregon University	Undergrad	24	0.9%	66	2.6%	82	3.2%	74	2.9%	2,072	81.2%	96	3.8%	137	5.4%	246	9.6%	2,551
	Grad	0	0.0%	1	0.4%	3	1.3%	2	0.9%	197	84.5%	0	0.0%	30	12.9%	6	2.6%	233
	Total	24	0.9%	67	2.4%	85	3.1%	76	2.7%	2,269	81.5%	96	3.4%	167	6.0%	252	9.1%	2,784
Oregon Institute of Technology	Undergrad	34	1.2%	59	2.1%	186	6.6%	95	3.4%	2,239	79.1%	28	1.0%	190	6.7%	374	13.2%	2,831
	Grad	0	0.0%	0	0.0%	2	18.2%	1	9.1%	7	63.6%	0	0.0%	1	9.1%	3	27.3%	11
	Total	34	1.2%	59	2.1%	188	6.6%	96	3.4%	2,246	79.0%	28	1.0%	191	6.7%	377	13.3%	2,842
Oregon State University	Undergrad	163	1.2%	172	1.2%	1,119	8.1%	452	3.3%	10,638	77.3%	428	3.1%	797	5.8%	1,906	13.8%	13,769
	Grad	30	1.0%	20	0.7%	141	4.7%	54	1.8%	1,755	58.3%	799	26.6%	209	6.9%	245	8.1%	3,008
	Total	193	1.2%	192	1.1%	1,260	7.5%	506	3.0%	12,393	73.9%	1,227	7.3%	1,006	6.0%	2,151	12.8%	16,777
Portland State University	Undergrad	398	2.9%	158	1.2%	1,383	10.1%	510	3.7%	9,039	65.8%	548	4.0%	1,697	12.4%	2,449	17.8%	13,733
	Grad	118	2.2%	46	0.9%	271	5.1%	168	3.2%	3,741	70.6%	459	8.7%	493	9.3%	603	11.4%	5,296
	Total	516	2.7%	204	1.1%	1,654	8.7%	678	3.6%	12,780	67.2%	1,007	5.3%	2,190	11.5%	3,052	16.0%	19,029
Southern Oregon University	Undergrad	45	0.9%	91	1.9%	166	3.4%	168	3.4%	3,923	80.4%	117	2.4%	371	7.6%	470	9.6%	4,881
	Grad	0	0.0%	4	0.6%	5	0.8%	19	3.1%	533	85.8%	12	1.9%	48	7.7%	28	4.5%	621
	Total	45	0.8%	95	1.7%	171	3.1%	187	3.4%	4,456	81.0%	129	2.3%	419	7.6%	498	9.1%	5,502
University of Oregon	Undergrad	223	1.6%	149	1.1%	911	6.5%	406	2.9%	10,402	73.9%	911	6.5%	1,083	7.7%	1,689	12.0%	14,085
	Grad	36	1.0%	46	1.2%	159	4.2%	102	2.7%	2,673	71.1%	462	12.3%	280	7.5%	343	9.1%	3,758
	Total	259	1.5%	195	1.1%	1,070	6.0%	508	2.8%	13,075	73.3%	1,373	7.7%	1,363	7.6%	2,032	11.4%	17,843
Western Oregon University	Undergrad	56	1.3%	54	1.3%	122	2.9%	181	4.3%	3,511	83.5%	66	1.6%	213	5.1%	413	9.8%	4,203
	Grad	5	0.9%	2	0.4%	9	1.7%	27	5.1%	396	75.0%	5	0.9%	84	15.9%	43	8.1%	528
	Total	61	1.3%	56	1.2%	131	2.8%	208	4.4%	3,907	82.6%	71	1.5%	297	6.3%	456	9.6%	4,731
Total	Undergrad	943	1.7%	749	1.3%	3,969	7.1%	1,886	3.4%	41,824	74.6%	2,194	3.9%	4,488	8.0%	7,547	13.5%	56,053
	Grad	189	1.4%	119	0.9%	590	4.4%	373	2.8%	9,302	69.1%	1,737	12.9%	1,145	8.5%	1,271	9.4%	13,455
	Total	1,132	1.6%	868	1.2%	4,559	6.6%	2,259	3.2%	51,126	73.6%	3,931	5.7%	5,633	8.1%	8,818	12.7%	69,508

Notes: *(1) Includes extended enrollment students and credit; (2) Students whose gender is unknown are reported as men.*
Source: *OUS Institutional Research Services, fall 2000 fourth week enrollment reports*

Appendix 1b
OUS Enrollment by Racial/Ethnic Group
(fall 1999 headcount)

		African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Grand Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Eastern Oregon University	Undergrad	28	1.2%	71	3.0%	68	2.8%	58	2.4%	1,945	81.1%	78	3.3%	151	6.3%	225	9.4%	2,399
	Grad	1	0.5%	2	0.9%	1	0.5%	4	1.9%	159	75.0%	1	0.5%	44	20.8%	8	3.8%	212
	Total	29	1.1%	73	2.8%	69	2.6%	62	2.4%	2,104	80.6%	79	3.0%	195	7.5%	233	8.9%	2,611
Oregon Institute of Technology	Undergrad	25	0.9%	57	2.0%	165	5.9%	101	3.6%	2,290	81.5%	29	1.0%	144	5.1%	348	12.4%	2,811
	Grad	0	0.0%	0	0.0%	1	33.3%	0	0.0%	1	33.3%	1	33.3%	0	0.0%	1	33.3%	3
	Total	25	0.9%	57	2.0%	166	5.9%	101	3.6%	2,291	81.4%	30	1.1%	144	5.1%	349	12.4%	2,814
Oregon State University	Undergrad	164	1.2%	173	1.3%	1,043	7.9%	437	3.3%	10,110	76.7%	384	2.9%	863	6.6%	1,817	13.8%	13,174
	Grad	30	1.0%	17	0.6%	114	3.9%	47	1.6%	1,698	58.8%	737	25.5%	244	8.5%	208	7.2%	2,887
	Total	194	1.2%	190	1.2%	1,157	7.2%	484	3.0%	11,808	73.5%	1,121	7.0%	1,107	6.9%	2,025	12.6%	16,061
Portland State University	Undergrad	383	3.0%	172	1.3%	1,286	10.1%	477	3.7%	8,464	66.2%	405	3.2%	1,589	12.4%	2,318	18.1%	12,776
	Grad	101	1.8%	52	0.9%	291	5.3%	149	2.7%	3,928	70.9%	408	7.4%	612	11.0%	593	10.7%	5,541
	Total	484	2.6%	224	1.2%	1,577	8.6%	626	3.4%	12,392	67.7%	813	4.4%	2,201	12.0%	2,911	15.9%	18,317
Southern Oregon University	Undergrad	35	0.7%	85	1.7%	158	3.1%	169	3.3%	4,108	80.8%	133	2.6%	395	7.8%	447	8.8%	5,083
	Grad	2	0.3%	7	1.0%	8	1.2%	18	2.7%	551	82.5%	26	3.9%	56	8.4%	35	5.2%	668
	Total	37	0.6%	92	1.6%	166	2.9%	187	3.3%	4,659	81.0%	159	2.8%	451	7.8%	482	8.4%	5,751
University of Oregon	Undergrad	221	1.6%	160	1.2%	877	6.4%	410	3.0%	9,941	73.0%	966	7.1%	1,043	7.7%	1,668	12.2%	13,618
	Grad	56	1.5%	41	1.1%	159	4.3%	85	2.3%	2,606	71.2%	431	11.8%	282	7.7%	341	9.3%	3,660
	Total	277	1.6%	201	1.2%	1,036	6.0%	495	2.9%	12,547	72.6%	1,397	8.1%	1,325	7.7%	2,009	11.6%	17,278
Western Oregon University	Undergrad	47	1.2%	63	1.6%	110	2.7%	176	4.4%	3,396	84.0%	78	1.9%	175	4.3%	396	9.8%	4,045
	Grad	0	0.0%	10	2.1%	7	1.5%	19	4.0%	361	76.8%	9	1.9%	64	13.6%	36	7.7%	470
	Total	47	1.0%	73	1.6%	117	2.6%	195	4.3%	3,757	83.2%	87	1.9%	239	5.3%	432	9.6%	4,515
Total	Undergrad	903	1.7%	781	1.4%	3,707	6.9%	1,828	3.4%	40,254	74.7%	2,073	3.8%	4,360	8.1%	7,219	13.4%	53,906
	Grad	190	1.4%	129	1.0%	581	4.3%	322	2.4%	9,304	69.2%	1,613	12.0%	1,302	9.7%	1,222	9.1%	13,441
	Total	1,093	1.6%	910	1.4%	4,288	6.4%	2,150	3.2%	49,558	73.6%	3,686	5.5%	5,662	8.4%	8,441	12.5%	67,347

Notes: *(1) Includes extended enrollment students and credit; (2) Students whose gender is unknown are reported as men.*

Source: *OUS Institutional Research Services, fall 1999 fourth week enrollment reports*

Appendix 1c
OUS Enrollment by Racial/Ethnic Group
(fall 1998 headcount)

		African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Grand Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Eastern Oregon University	Undergrad	20	0.9%	51	2.3%	64	2.8%	68	3.0%	1,852	82.2%	61	2.7%	137	6.1%	203	9.0%	2,253
	Grad	0	0.0%	1	0.5%	1	0.5%	2	1.0%	179	86.5%	0	0.0%	24	11.6%	4	1.9%	207
	Total	20	0.8%	52	2.1%	65	2.6%	70	2.8%	2,031	82.6%	61	2.5%	161	6.5%	207	8.4%	2,460
Oregon Institute of Technology	Undergrad	26	1.0%	75	2.8%	135	5.0%	106	4.0%	2,173	81.2%	32	1.2%	128	4.8%	342	12.8%	2,675
	Grad	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	75.0%	0	1	25.0%	0	0.0%	0	0.0%	4
	Total	26	1.0%	75	2.8%	135	5.0%	106	4.0%	2,176	81.2%	33	1.2%	128	4.8%	342	12.8%	2,679
Oregon State University	Undergrad	136	1.1%	182	1.5%	919	7.5%	392	3.2%	9,236	75.7%	387	3.2%	954	7.8%	1,629	13.3%	12,206
	Grad	30	1.0%	16	0.5%	94	3.1%	51	1.7%	1,727	57.7%	728	24.3%	345	11.5%	191	6.4%	2,991
	Total	166	1.1%	198	1.3%	1,013	6.7%	443	2.9%	10,963	72.1%	1,115	7.3%	1,299	8.5%	1,820	12.0%	15,197
Portland State University	Undergrad	339	2.8%	159	1.3%	1,207	10.1%	424	3.6%	7,790	65.3%	377	3.2%	1,636	13.7%	2,129	17.8%	11,932
	Grad	103	1.9%	49	0.9%	265	4.9%	136	2.5%	3,809	70.9%	448	8.3%	561	10.4%	553	10.3%	5,371
	Total	442	2.6%	208	1.2%	1,472	8.5%	560	3.2%	11,599	67.0%	825	4.8%	2,197	12.7%	2,682	15.5%	17,303
Southern Oregon University	Undergrad	43	0.9%	67	1.4%	139	2.9%	154	3.2%	3,989	82.2%	104	2.1%	358	7.4%	403	8.3%	4,854
	Grad	3	0.5%	7	1.1%	3	0.5%	12	2.0%	503	82.3%	26	4.3%	57	9.3%	25	4.1%	611
	Total	46	0.8%	74	1.4%	142	2.6%	166	3.0%	4,492	82.2%	130	2.4%	415	7.6%	428	7.8%	5,465
University of Oregon	Undergrad	188	1.4%	170	1.3%	927	6.8%	415	3.1%	10,033	73.8%	972	7.2%	881	6.5%	1,700	12.5%	13,586
	Grad	44	1.2%	42	1.1%	155	4.1%	85	2.2%	2,683	71.0%	479	12.7%	292	7.7%	326	8.6%	3,780
	Total	232	1.3%	212	1.2%	1,082	6.2%	500	2.9%	12,716	73.2%	1,451	8.4%	1,173	6.8%	2,026	11.7%	17,366
Western Oregon University	Undergrad	51	1.3%	63	1.6%	117	3.0%	182	4.6%	3,297	83.2%	100	2.5%	152	3.8%	413	10.4%	3,962
	Grad	4	0.7%	5	0.9%	10	1.8%	26	4.7%	409	73.4%	5	0.9%	98	17.6%	45	8.1%	557
	Total	55	1.2%	68	1.5%	127	2.8%	208	4.6%	3,706	82.0%	105	2.3%	250	5.5%	458	10.1%	4,519
Total	Undergrad	803	1.6%	767	1.5%	3,508	6.8%	1,741	3.4%	38,370	74.6%	2,033	4.0%	4,246	8.2%	6,819	13.2%	51,468
	Grad	184	1.4%	120	0.9%	528	3.9%	312	2.3%	9,313	68.9%	1,687	12.5%	1,377	10.2%	1,144	8.5%	13,521
	Total	987	1.5%	887	1.4%	4,036	6.2%	2,053	3.2%	47,683	73.4%	3,720	5.7%	5,623	8.7%	7,963	12.3%	64,989

Notes: *(1) Includes extended enrollment students and credit; (2) Students whose gender is unknown are reported as men.*
Source: *OUS Institutional Research Services, fall 1998 fourth week enrollment reports*

Appendix 2a
OUS Degrees Awarded*
by Racial/Ethnic Group and Discipline
(1999-00)

	African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Grand Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Agriculture & Forestry, Environment	1	0.1%	8	1.2%	14	2.1%	18	2.7%	539	80.2%	43	6.4%	49	7.3%	41	6.1%	672
Architecture	3	1.4%	1	0.5%	12	5.5%	4	1.8%	165	75.3%	25	11.4%	9	4.1%	20	9.1%	219
Biological Sciences	4	0.8%	3	0.6%	37	7.5%	14	2.8%	373	75.5%	17	3.4%	46	9.3%	58	11.7%	494
Business	23	1.2%	24	1.2%	166	8.6%	47	2.4%	1,293	66.9%	280	14.5%	99	5.1%	260	13.5%	1,932
Communications / Journalism	9	2.4%	6	1.6%	13	3.5%	9	2.4%	283	76.5%	34	9.2%	16	4.3%	37	10.0%	370
Computer Science	0	0.0%	0	0.0%	27	8.5%	7	2.2%	175	55.2%	88	27.8%	20	6.3%	34	10.7%	317
Education	23	1.4%	23	1.4%	39	2.3%	58	3.5%	1,375	82.6%	59	3.5%	88	5.3%	143	8.6%	1,665
Engineering	3	0.4%	10	1.2%	80	9.7%	12	1.5%	527	64.1%	139	16.9%	51	6.2%	105	12.8%	822
Health Sciences	4	0.8%	9	1.8%	43	8.4%	15	2.9%	398	77.7%	19	3.7%	24	4.7%	71	13.9%	512
Humanities & Fine Arts	27	1.3%	25	1.2%	81	4.0%	80	4.0%	1,556	76.9%	98	4.8%	157	7.8%	213	10.5%	2,024
Law	4	2.2%	1	0.5%	10	5.4%	7	3.8%	145	78.8%	1	0.5%	16	8.7%	22	12.0%	184
Mathematics	0	0.0%	2	1.6%	4	3.2%	2	1.6%	81	65.3%	18	14.5%	17	13.7%	8	6.5%	124
Physical Sciences	0	0.0%	2	0.7%	14	5.1%	1	0.4%	195	71.2%	42	15.3%	20	7.3%	17	6.2%	274
Social Sciences	55	2.1%	38	1.5%	111	4.3%	75	2.9%	1,953	75.1%	177	6.8%	193	7.4%	279	10.7%	2,602
Other	31	2.1%	23	1.6%	91	6.2%	48	3.3%	1,110	75.3%	68	4.6%	104	7.1%	193	13.1%	1,475
Total	187	1.4%	175	1.3%	742	5.4%	397	2.9%	10,168	74.3%	1,108	8.1%	909	6.6%	1,501	11.0%	13,686

**all levels (undergraduate, graduate, first professional)*

Note: *Percentages may not total 100% because of rounding.*

Source: *OUS Institutional Research Services, 1999-00 IPEDS Completions Survey.*

Appendix 2b
OUS Degrees Awarded*
by Racial/Ethnic Group and Discipline
(1998-99)

	African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Grand Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Agriculture & Forestry, Environment	2	0.3%	6	0.8%	12	1.7%	12	1.7%	571	79.7%	59	8.2%	54	7.5%	32	4.5%	716
Architecture	0	0.0%	2	0.8%	7	2.7%	4	1.6%	194	75.8%	36	14.1%	13	5.1%	13	5.1%	256
Biological Sciences	6	1.1%	6	1.1%	36	6.8%	15	2.8%	406	76.5%	21	4.0%	41	7.7%	63	11.9%	531
Business	12	0.6%	22	1.1%	185	9.5%	51	2.6%	1,270	65.2%	296	15.2%	111	5.7%	270	13.9%	1,947
Communications / Journalism	1	0.3%	6	1.8%	21	6.3%	6	1.8%	267	79.7%	23	6.9%	11	3.3%	34	10.1%	335
Computer Science	1	0.4%	1	0.4%	28	10.5%	3	1.1%	167	62.8%	54	20.3%	12	4.5%	33	12.4%	266
Education	16	1.2%	12	0.9%	29	2.2%	36	2.7%	1,127	84.8%	44	3.3%	65	4.9%	93	7.0%	1,329
Engineering	3	0.4%	10	1.2%	63	7.6%	12	1.4%	536	64.6%	144	17.3%	62	7.5%	88	10.6%	830
Health Sciences	4	0.8%	5	1.0%	51	9.8%	14	2.7%	409	78.2%	13	2.5%	27	5.2%	74	14.1%	523
Humanities & Fine Arts	11	0.7%	26	1.7%	61	3.9%	51	3.3%	1,204	76.9%	108	6.9%	105	6.7%	149	9.5%	1,566
Law	4	2.7%	2	1.3%	10	6.7%	5	3.3%	116	77.3%	0	0.0%	13	8.7%	21	14.0%	150
Mathematics	1	0.7%	2	1.4%	8	5.8%	2	1.4%	98	70.5%	19	13.7%	9	6.5%	13	9.4%	139
Physical Sciences	0	0.0%	4	1.6%	9	3.6%	3	1.2%	175	69.4%	42	16.7%	19	7.5%	16	6.3%	252
Social Sciences	41	1.7%	33	1.3%	110	4.5%	88	3.6%	1,845	74.9%	171	6.9%	174	7.1%	272	11.0%	2,462
Other	37	2.2%	18	1.1%	86	5.2%	56	3.4%	1,295	78.2%	67	4.0%	97	5.9%	197	11.9%	1,656
Total	139	1.1%	155	1.2%	716	5.5%	358	2.8%	9,680	74.7%	1,097	8.5%	813	6.3%	1,368	10.6%	12,958

**All levels (undergraduate, graduate, first professional)*

Note: *Percentages may not total 100% because of rounding.*

Source: *OUS Institutional Research Services, 1998-99 IPEDS Completions Survey*

Appendix 3a
Number of OUS Full-Time, Ranked, Instructional Faculty Percentage by Discipline
(2000-01 Academic Year)

	African American		American Indian / Alaska Native		Asian Pacific / American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Total by discipline
	N	% by discipline	N	% by discipline	N	% by discipline	N	% by discipline	N	% by discipline	N	% by discipline	N	% by discipline	N	% by discipline	N
Agriculture & Forestry	0	0.0%	0	0.0%	6	4.5%	4	3.0%	118	88.7%	3	2.3%	2	1.5%	10	7.5%	133
Education	2	1.0%	1	0.5%	5	2.6%	4	2.1%	168	86.2%	2	1.0%	13	6.7%	12	6.2%	195
High-Market Disciplines	7	1.8%	2	0.5%	30	7.8%	7	1.8%	309	80.1%	11	2.8%	20	5.2%	46	11.9%	386
Home Economics	2	4.9%	0	0.0%	1	2.4%	2	4.9%	36	87.8%	0	0.0%	0	0.0%	5	12.2%	41
Humanities & Fine Arts	10	1.7%	3	0.5%	26	4.3%	21	3.5%	500	82.5%	20	3.3%	26	4.3%	60	9.9%	606
Natural Science/ Mathematics	1	0.2%	2	0.4%	34	7.6%	4	0.9%	382	85.3%	8	1.8%	17	3.8%	41	9.2%	448
Nursing/ Allied Health	0	0.0%	1	5.6%	0	0.0%	1	5.6%	16	88.9%	0	0.0%	0	0.0%	2	11.1%	18
Social Sciences	12	2.9%	5	1.2%	18	4.4%	11	2.7%	335	81.9%	7	1.7%	21	5.1%	46	11.2%	409
Technology Programs	0	0.0%	0	0.0%	5	11.9%	0	0.0%	36	85.7%	1	2.4%	0	0.0%	5	11.9%	42
All Other Programs	1	0.8%	3	2.3%	2	1.6%	1	0.8%	111	86.7%	7	5.5%	3	2.3%	7	5.5%	128
Total by race	35	1.5%	17	0.7%	127	5.3%	55	2.3%	2,011	83.6%	59	2.5%	102	4.2%	234	9.7%	2,406

Note: *High-market disciplines include computer science, business, law, veterinary medicine, and engineering.*
Source: *OUS Institutional Research. File run from end-of-October 2000 payroll.*

Appendix 3b
Number of OUS Full-Time, Ranked, Instructional Faculty Percentage by Race

(2000-01 Academic Year)

	African American		American Indian / Alaska Native		Asian Pacific / American		Hispanic / Latino		European American		Nonresident Alien		Unknown		All Minorities		Total by discipline
	N	% of total by race	N	% of total by race	N	% of total by race	N	% of total by race	N	% of total by race	N	% of total by race	N	% of total by race	N	% of all minorities	N
Agriculture & Forestry	0	0.0%	0	0.0%	6	4.7%	4	7.3%	118	5.9%	3	5.1%	2	2.0%	10	4.3%	133
Education	2	5.7%	1	5.9%	5	3.9%	4	7.3%	168	8.4%	2	3.4%	13	12.7%	12	5.1%	195
High-Market Disciplines	7	20.0%	2	11.8%	30	23.6%	7	12.7%	309	15.4%	11	18.6%	20	19.6%	46	19.7%	386
Home Economics	2	5.7%	0	0.0%	1	0.8%	2	3.6%	36	1.8%	0	0.0%	0	0.0%	5	2.1%	41
Humanities & Fine Arts	10	28.6%	3	17.6%	26	20.5%	21	38.2%	500	24.9%	20	33.9%	26	25.5%	60	25.6%	606
Natural Science/ Mathematics	1	2.9%	2	11.8%	34	26.8%	4	7.3%	382	19.0%	8	13.6%	17	16.7%	41	17.5%	448
Nursing/ Allied Health	0	0.0%	1	5.9%	0	0.0%	1	1.8%	16	0.8%	0	0.0%	0	0.0%	2	0.9%	18
Social Sciences	12	34.3%	5	29.4%	18	14.2%	11	20.0%	335	16.7%	7	11.9%	21	20.6%	46	19.7%	409
Technology Programs	0	0.0%	0	0.0%	5	3.9%	0	0.0%	36	1.8%	1	1.7%	0	0.0%	5	2.1%	42
All Other Programs	1	2.9%	3	17.6%	2	1.6%	1	1.8%	111	5.5%	7	11.9%	3	2.9%	7	3.0%	128
Total by race	35	100.0%	17	100.0%	127	100.0%	55	100.0%	2,011	100.0%	59	100.0%	102	100.0%	234	100.0%	2,406

Note: *High-market disciplines include computer science, business, law, veterinary medicine, and engineering.*
Source: *OUS Institutional Research. File run from end-of-October 2000 payroll.*

Appendix 4
Number of Full- and Part-Time Instructional Faculty (Including Graduate Assistants) by Race/Ethnicity and Rank
(2000-01 Academic Year)

	Ranked Faculty										All Others								Grand Total
	Professor		Associate Professor		Assistant Professor		Instructor/ Lecturer		Total		Graduate Assistant		Other Ranks		Total				
	N	% of System total	N	% of System total	N	% of System total	N	% of System total	N	% of System total	N	% of System total	N	% of System total	N	% of System total			N
African American	6	0.7%	6	0.8%	23	2.9%	7	0.9%	42	1.3%	10	0.5%	0	0.0%	10	0.5%			52
American Indian/ Alaska Native	2	0.2%	5	0.7%	10	1.2%	8	1.0%	25	0.8%	19	1.0%	0	0.0%	19	0.9%			44
Asian/Pacific American	33	3.7%	40	5.4%	56	7.0%	23	3.0%	152	4.8%	53	2.7%	4	3.2%	57	2.7%			209
Hispanic/ Latino	12	1.3%	16	2.2%	22	2.7%	17	2.2%	67	2.1%	54	2.7%	2	1.6%	56	2.7%			123
All Minority	53	5.9%	67	9.1%	111	13.8%	55	7.2%	286	8.9%	136	6.9%	6	4.8%	142	6.8%			428
European American	805	90.2%	628	85.6%	605	75.2%	650	84.6%	2,688	84.0%	1,275	64.6%	107	85.6%	1,382	65.8%			4,070
Nonresident Alien	3	0.3%	6	0.8%	40	5.0%	26	3.4%	75	2.3%	442	22.4%	3	2.4%	445	21.2%			520
Unknown	31	3.5%	33	4.5%	49	6.1%	37	4.8%	150	4.7%	122	6.2%	9	7.2%	131	6.2%			281
System Total	892	100.0%	734	100.0%	805	100.0%	768	100.0%	3,199	100.0%	1,975	100.0%	125	100.0%	2,100	100.0%			5,299

Note: *Does not indicate FTE.*
Source: *OUS Institutional Research. File run from end-of-October 2000 payroll.*

Appendix 5
OUS Full-Time, Part-Time, and Total Staff by Racial/Ethnic Group and Occupation
(fall 1999)*

		African American		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		European American		Nonresident Alien		Unknown		Grand Total
		N	% of grand total	N	% of grand total	N	% of grand total	N	% of grand total	N	% of grand total	N	% of grand total	N	% of grand total	N
Executive/ Administrative and Managerial	Part-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%	7
	Full-Time	8	1.6%	3	0.6%	11	2.2%	7	1.4%	446	90.7%	1	0.2%	16	3.3%	492
	Total	8	1.6%	3	0.6%	11	2.2%	7	1.4%	453	90.8%	1	0.2%	16	3.2%	499
Other Professionals (Support/ Service)	Part-Time	6	2.4%	1	0.4%	4	1.6%	5	2.0%	222	88.1%	4	1.6%	10	4.0%	252
	Full-Time	30	2.1%	23	1.6%	43	3.0%	44	3.1%	1,235	86.0%	5	0.3%	56	3.9%	1436
	Total	36	2.1%	24	1.4%	47	2.8%	49	2.9%	1,457	86.3%	9	0.5%	66	3.9%	1,688
Technical and Paraprofes-sionals	Part-Time	2	1.7%	1	0.8%	2	1.7%	3	2.5%	105	89.0%	0	0.0%	5	4.2%	118
	Full-Time	9	1.9%	3	0.6%	11	2.3%	14	2.9%	421	87.5%	3	0.6%	20	4.2%	481
	Total	11	1.8%	4	0.7%	13	2.2%	17	2.8%	526	87.8%	3	0.5%	25	4.2%	599
Clerical and Secretarial	Part-Time	2	0.7%	4	1.5%	9	3.3%	2	0.7%	246	91.4%	2	0.7%	4	1.5%	269
	Full-Time	16	0.9%	17	1.0%	51	2.9%	39	2.3%	1,532	88.6%	1	0.1%	73	4.2%	1,729
	Total	18	0.9%	21	1.1%	60	3.0%	41	2.1%	1,778	89.0%	3	0.2%	77	3.9%	1,998
Skilled Crafts	Part-Time	1	3.4%	0	0.0%	0	0.0%	2	6.9%	26	89.7%	0	0.0%	0	0.0%	29
	Full-Time	2	0.7%	1	0.3%	4	1.3%	6	2.0%	267	88.1%	0	0.0%	23	7.6%	303
	Total	3	0.9%	1	0.3%	4	1.2%	8	2.4%	293	88.3%	0	0.0%	23	6.9%	332
Service/ Maintenance	Part-Time	2	3.0%	2	3.0%	0	0.0%	4	6.1%	54	81.8%	1	1.5%	3	4.5%	66
	Full-Time	13	2.1%	15	2.4%	24	3.8%	37	5.9%	496	79.2%	0	0.0%	41	6.5%	626
	Total	15	2.2%	17	2.5%	24	3.5%	41	5.9%	550	79.5%	1	0.1%	44	6.4%	692
Total	Part-Time	13	1.8%	8	1.1%	15	2.0%	16	2.2%	660	89.1%	7	0.9%	22	3.0%	741
	Full-Time	78	1.5%	62	1.2%	144	2.8%	147	2.9%	4,397	86.8%	10	0.2%	229	4.5%	5,067
	Total	91	1.6%	70	1.2%	159	2.7%	163	2.8%	5,057	87.1%	17	0.3%	251	4.3%	5,808

*Consistent with federal reporting requirements, staff data are collected once every two years.

Note: Data do not include faculty.

Source: OUS Institutional Research Services, IPEDS Staff Data, fall 1999.